

**PENENILITIAN
KELOMPOK**

RESEARCH REPORT



THE PROFILE OF CLASSROOM INTERACTION IN ENGLISH CLASSES OF VOCATIONAL SCHOOLS IN KUDUS

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ABSTRACT

Kusmaryati, Sri Endang and Junaidi. 2015. *The Profile of Classroom Interaction in the English Classes of Vocational Schools in Kudus*.

Key Word : Classroom Interaction in Vocational Schools

Teaching English for vocational schools focuses on specifically for those who are ready to work that revolves about business English (English for Business). In this case the students learn how to listen, speak, read and write English in a business context. In teaching English, the interaction between teacher and student is very important. In the interaction, the teacher usually uses classroom English in a classroom situation. Classroom English is important for students as well as teachers. Students can learn how to use English in functional situations in class. In this research, the researchers would like to find out about classroom interaction and classroom English in vocational schools in Kudus entitled "The Profile of English Classroom Interaction in Vocational Schools in Kudus". The objectives of this research are: 1) to find out the profile of classroom interaction in the English class of Vocational Schools in Kudus. And 2) to find out the classroom English used by teacher and students of Vocational Schools in Kudus.

This research is a descriptive qualitative research. Data of this research are classroom interaction and classroom English in SMK Kudus. The data source is the transcription of the process of teaching and learning in the class of eleventh grade of the Marketing Program of SMK PGRI 1 Mejobo Kudus in Academic Year 2013/2014 and the Audio Video Program of SMK Wisuda Karya Kudus in Academic Year 2014/2015. At last the data is analyzed by using the profile of classroom interaction based on Dagarin's idea (2004:14) and using the model of classroom English of Hughes and Moate (2007).

The result of the research shows that the classroom interaction between teacher and students in the eleventh grade of Marketing Program of SMK PGRI 1 Mejobo Kudus in Academic Year 2013/2014 tend to be dominated by the types of Teacher-Students, and the classroom English used by the teacher and students tend not to be various enough. The classroom English used by the teacher and students almost same in the beginning lesson and ending lesson but in the running lesson it depends the material in learning process. While in Audio Video Program of SMK Wisuda Karya Kudus in Academic Year 2014/2015, the result of the research is not quite different. The classroom interaction is also dominated by the types of Teacher-Students, and the classroom English used by the teacher and students tend not to be various enough. The classroom English used by the teacher and students almost same in the beginning lesson and ending lesson but in the running lesson it depends the materials in learning process.

Considering the result of the research, the researchers suggest that the English teacher is better to use various types of classroom interaction to make the students active in the process of teaching and learning and the teacher can use different utterance of classroom English as the example mentioned by Hughes and Moate (2007) to make classroom more active and creative.

ABSTRAKSI

Kusmaryati, Sri Endang, dan Junaidi. 2015. *Profil Interaksi di Kelas Bahasa Inggris di Sekolah Menengah Kejuruan di Kudus*

Kata Kunci : Interaksi di Kelas Bahasa Inggris di SMK

Pembelajaran bahasa Inggris untuk siswa sekolah kejuruan berfokus pada mempersiapkan mereka untuk siap bekerja, yaitu bahasa Inggris untuk bisnis (*English for Business*). Dalam hal ini siswa belajar bagaimana untuk mendengarkan, berbicara, membaca dan menulis bahasa Inggris dalam konteks bisnis. Dalam mengajar bahasa Inggris, interaksi antara guru dan siswa sangat penting. Dalam interaksi, guru biasanya menggunakan bahasa Inggris dalam situasi kelas (*Classroom English*). Bahasa Inggris dalam situasi kelas penting bagi siswa serta guru. Siswa dapat belajar bagaimana menggunakan bahasa Inggris dalam situasi fungsional di kelas. Dalam penelitian ini, peneliti ingin mengetahui tentang interaksi kelas dan kelas bahasa Inggris di sekolah-sekolah kejuruan di Kudus dengan judul "Profil Interaksi di Kelas bahasa Inggris di Sekolah Menengah Kejuruan di Kudus". Tujuan penelitian ini adalah: 1) untuk mengetahui profil interaksi di kelas bahasa Inggris di SMK di Kudus, dan 2) untuk mengetahui bahasa Inggris yang digunakan oleh guru dan siswa di SMK di Kudus.

Penelitian ini merupakan penelitian deskriptif kualitatif. Data dari penelitian ini adalah interaksi kelas dan bahasa Inggris yang digunakan guru dan siswa di kelas, sedangkan sumber datanya adalah transkripsi proses belajar mengajar di kelas bahasa Inggris Program Pemasaran SMK PGRI 1 Mejubo Kudus Tahun Ajaran 2013/2014 dan Program Audio Video SMK Wisudha Karya Kudus Tahun Ajaran 2014/2015. Selanjutnya data dianalisis dengan menggunakan tipe interaksi kelas berdasarkan teori Dagarin (2004: 14) dan menggunakan model bahasa Inggris dari Hughes dan Moate (2007).

Hasil penelitian menunjukkan bahwa interaksi kelas antara guru dan siswa di kelas XI Program Pemasaran SMK PGRI 1 Mejubo Kudus Tahun Akademik 2013/2014 cenderung didominasi oleh jenis Guru-Siswa, dan kelas bahasa Inggris yang digunakan oleh guru dan siswa cenderung tidak bervariasi. Bahasa Inggris yang digunakan oleh guru dan siswa di kelas hampir sama dalam proses pembelajaran di awal dan akhir pelajaran tetapi dalam pelajaran inti tergantung materi dalam proses pembelajaran. Sementara di Program Audio Video di SMK Wisudha Karya Kudus Tahun Ajaran 2014/2015, hasil penelitian tidak jauh berbeda. Interaksi kelas juga didominasi oleh jenis Guru-Siswa, dan kelas bahasa Inggris yang digunakan oleh guru dan siswa cenderung tidak begitu beragam. Bahasa Inggris yang digunakan oleh guru dan siswa di kelas hampir semua sama di awal dan akhir pelajaran. tetapi dalam pelajaran inti sangat bergantung pada materi dalam proses pembelajaran.

Berdasarkan hasil penelitian tersebut di atas, peneliti menyarankan bagi guru bahasa Inggris untuk menggunakan berbagai jenis tipe interaksi kelas untuk agar siswa lebih aktif dalam proses pembelajaran di kelas dan guru dapat menggunakan bahasa Inggris yang bervariasi sebagaimana contoh yang dijelaskan oleh Hughes dan Moate (2007) untuk membuat kelas lebih aktif dan kreatif.

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The researchers,

TABLE OF CONTENTS

COVER	Page
PAGE OF TITLE	i
PAGE OF LOGO	ii
PAGE OF IDENTITY AND APPROVAL	iii
ABSTRACT	v
ABSTRAKSI	vi
ACKNOWLEDGEMENT	vii

TABLE OF CONTENTS	viii
LIST OF TABLES	x
LIST OF APPENDICES	xi
 CHAPTER 1: INTRODUCTION.....	 1
1.1. Background of the Research.....	1
1.2. Statement of the Problem.....	6
1.3. Purpose of the Research.....	6
1.4. Significance of the Research	6
 CHAPTER II: REVIEW TO RELATED LITERATURE	
2.1. Teaching English in Vocational Schools.....	7
2.2. Interaction in the Classroom.....	8
2.3. Classroom English	12
2.4. Review to Previous Research	19
 CHAPTER III: METHOD OF THE RESEARCH	
3.1. Research Design	22
3.2. Data and Data Source	22
3.3. 3.3 Reliability and Validity of the Data.....	23
3.4. The Role of the Researcher.....	24
3.5. Data Collection	24
3.6. Data Analysis.....	26
 CHAPTER IV: RESEARCH FINDING AND DISCUSSION	
A. The Classroom Interaction in the Process of Teaching and Learning in the Classroom	28
1. The Classroom Interaction in the Eleventh Grade of Marketing Program of SMK PGRI 1 Mejobo Kudus in Academic Year 2013/2014.....	28
2. The Classroom Interaction of Audio Video Program of SMK Wisudha Karya Kudus in Academic Year 2014/2015	36
B. The Classroom English used by the Teacher and Student	46

1. The Classroom English used by the Teacher and Student in the Eleventh grade of Marketing Program of SMK PGRI 1 Mejobo Kudus in Academic Year 2013/2014	46
2. The Classroom English used by the Teacher and Student in the Eleventh grade of Audio Video Program of SMK Wisudha Karya Kudus in Academic Year 2014/2015	50

CHAPTER V: CONCLUSION AND SUGGESTION

6.1. Conclusion.....	55
6.2. Suggestion	56

REFERENCES.....	57
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APPENDICES	61
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LIST OF APPENDICES

- Appendix 1. The Transcript of the Classroom Interaction and Classroom English Used by the Teacher and Students in May 12th 2014 in the Eleventh Grade of Marketing Program of SMK PGRI 1 Mejobo Kudus in Academic Year 2013/2014..... 61
- Appendix 2. The Transcript of the Classroom Interaction and Classroom English Used by the Teacher and Students in May 16th 2014 in the Eleventh Grade of Marketing Program of SMK PGRI 1 Mejobo Kudus in Academic Year 2013/2014..... 67
- Appendix 3. The Transcript of the Classroom Interaction and Classroom English Used by the Teacher and Students in June 23th 2014 in the Eleventh Grade of Marketing Program of SMK PGRI 1 Mejobo Kudus in Academic Year 2013/2014..... 71
- Appendix 4. The Transcript of the Classroom Interaction and Classroom English Used by the Teacher and Students in August 16th 2014 in the Eleventh Grade of Audio Video Program of SMK Wisudha Karya Kudus in Academic Year 2014/2015..... 75
- Appendix 5. The Transcript of the Classroom Interaction and Classroom English Used by the Teacher and Students in August 19th 2014 in the Eleventh Grade of Audio Video Program of SMK Wisudha Karya Kudus in Academic Year 2014/2015..... 80
- Appendix 6. The Transcript of the Classroom Interaction and Classroom English Used by the Teacher and Students in August 23th 2014 in the Eleventh Grade of Audio Video Program of SMK Wisudha Karya Kudus in Academic Year 2014/2015..... 85